Project STATUS (Student Technology Assessment Through Unique Strategies)
Phase 2 – CFDA 84.327A

STATUS Phase 2 proposes to subject the findings of Phase 1 to rigorous field-based research and evaluation to validate the effectiveness and process for use of videoconference technologies to provide rural areas access to assistive technology (AT) assessment and services. Although IDEA '97 mandates that each child with a disability be considered for assistive technology devices and services to implement their IEP, many districts in rural areas are hard pressed to have access to the specialized evaluations that allow IEP teams to make informed decisions on this matter. State of the art assistive technology delivery systems are not widely developed or implemented . Additionally, the personnel needed to provide AT assessment and service delivery is also limited, therefore children are not always afforded the assistive technology needed to enhance, promote or provide independence and productivity.

Video conference technology is a viable and effective medium for a variety of purposes including providing local school personnel in remote or dispersed locations access to assistive technology assessment, training and technical assistance. Phase 1 of Project STATUS addressed the critical need of demonstrating student access to assistive technology (AT) assessment and services through the use of video conference strategies. Using this technology-based approach, children in even the most rural parts of the state have been given access to qualified AT professionals.

During Phase1 Project STATUS organized and conceptualized how assistive technology assessment and services could be provided utilizing videoconference technology. Phase 2 will refine and validate the findings. Phase 2 proposes to investigate 7 aspects of using videoconferencing for assistive technology assessments and services. These include further investigation regarding:

Goal 1 - Validation of the Quality of AT Assessment Reports – Comparative analysis of the quality of AT assessment reports completed using videoconference technologies

Goal 2 - Delineation of Specific Procedures and Protocols for the use of Videoconference Technologies to Provide Direct Services- Development of a user friendly video conference assessment manual

Goal 3 - Role of Videoconference Technologies in Providing Comprehensive AT Services- Verify the reasons for the comprehensive nature of the AT assessment process as developed in Phase 1

Goal 4 - Collection and Analyses of Student Impact Data- Analyze outcome data for students assessed during Phase 1 to determine improved educational performance, access to the general curriculum and involvement in education accountability and reform.

Goal 5 - Determine the Effectiveness of Use of Videoconference Technologies for Follow-along Services- Determine the degree to which extended availability of technical assistance through videoconference technology in the classroom impacts appropriate and improved use of assistive technology

Goal 6 - Analyze the Cost Effectiveness of the Provision of AT Services Utilizing Videoconference Technologies- Examine the comparative cost effectiveness of conducting AT assessment using videoconferencing

Goal 7 - Investigate the Availability and Effectiveness of New Videoconference Technologies- Identify and test the utility of any new or improved forms of videoconference technology for conducting AT assessments.